

## Gatsby Benchmarks

The 8 Gatsby benchmarks are a framework for good career guidance, developed to support secondary schools and colleges in providing students with the best possible careers education information advice and guidance. They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England. Based on international best practise, they set out what a world class career system guidance system looks like. The benchmarks are part of the career's strategy (launched in December 2017) and statutory guidance for secondary school and colleges since 2018.

### The 8 Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

1) A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2) Learning from career and labour market information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3) Addressing the needs of each pupil Pupils have different career guidance needs at different stages	Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4) Linking curriculum learning to careers All teachers should link curriculum learning with careers	STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5) Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6) Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7) Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8) Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. <b>(Level 6)</b> These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.